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ABSTRACT

The role and status of English in Sierra Leone are examined, with attention directed to: (1) English within the education system, (2) teachers of English, (3) materials support, (4) educational administration for English teaching, (5) development and planning, (6) British support for the teaching of English, and (7) commercial opportunities. Although English is the official language of Sierra Leone, numerous tribal languages are also spoken. English is part of the curriculum in nearly all schools, and there is some English training at the Technical Institute in Freetown. English studies are part of the three-year training of secondary teachers as well as a general teacher's certificate course offered at five primary teacher's colleges. An English program administered by the British Council includes the following objectives: curriculum renewal for primary school English, English language and methodology course development for preservice teacher training, and inservice education for primary teachers to help implement the new English syllabus. Lately, there has been increased interest in the development of indigenous languages for primary schools, and a shift away from dependence on the West is beginning, due in part to less commercial communication with Britain and the rising costs for private study in Britain. Appended materials include a list of texts for primary and secondary schools by subject and a chart of the organization of the Ministry of Education. (LH)

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The British Council

**THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION**

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

ENGLISH TEACHING PROFILE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

Country: SIERRA LEONE

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Date: April 1982

1. The role and status of English

English is the official language of Sierra Leone, it is used daily in the political, legal and educational sectors of public life. English is also spoken by educated people in their homes, especially in Freetown, but otherwise an indigenous language will be used for social intercourse throughout the country.

Krio is the language of the Western Area Creoles and has become a lingua franca over the years, especially in the provincial towns. However, there are some thirteen other tribal based languages in current use, the main one's being Temne in the North, Mende in the South and, the languages of smaller tribes, such as Susu, Loko, Kono and Kissy. In addition, Foulah and Madingo speakers are to be found in the northern regions.

The use of African languages as a medium of instruction in the first two or three years of primary education is being investigated by a project sponsored by the Ministry of Education. To this end, orthographies have been prepared for Temne, Mende, Limba and Krio. For the time being, English is still the medium of instruction throughout the school system.

The public library system provides books for reading pleasure which are written in English. They are utilised intensively, but the library system is not well developed in the provinces to perform this function although the provision of children's books for the system, is a priority British aid interest, in terms of public library development. Newspapers are written either in English or in an indigenous language and learned societies publish their proceedings in English. Sierra Leone does not have a significant book publishing industry of its own but the Government printer publishes official documents in English.

An inevitable reliance on overseas book provision is nowadays inhibited by the continuing shortage of foreign currency supplies, however, there is a contemporary proposal in the Third IDA Project, to produce and disseminate textbooks and supplementary readers for primary schools in Sierra Leone. Educated people, and those who are able to travel overseas, are obliged to bring reading materials back with them to Sierra Leone for future reference. Appetites are stimulated but cannot be satisfied from local resources.

2. English within the educational system

There are a small number of pre-primary schools in Freetown which are attended by the sons and daughters of educated families. English is spoken at these

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schools and well to do families will practice English at home for their children, as well. Officially, the formal teaching of English begins in Class I of primary school, presently at the age of five years, and there is a seven year study cycle leading to a Selective Entrance Examination which relates with entry to secondary school. The primary school syllabus is called 'language arts' and it includes English language, drama, poetry and literature studies. English language and literature can be studied individually during the five year secondary cycle which terminates with the 'O' level examinations provided by the West African Examinations Council, and similarly, a smaller number of schools (14) can provide a further two years of secondary studies in these subjects for the corresponding 'A' level examinations.

English forms part of the curriculum in nearly all schools. It is coveted for its utility as a study medium in other subjects, the requirements of entrance to university and other institutions, and to support travel and study overseas as the ultimate target. Syllabuses for primary schools are monitored by the Ministry of Education. Syllabuses for secondary schools are based on the examination syllabuses originating from the West African Examinations Council, but may be modified for practical teaching purposes. A combined English language and literature course can be studied at Fourah Bay College for a BA degree, and similarly English studies are provided in the Faculty of Education, as part of the BED course options, at Njala University College. These two colleges together form the University of Sierra Leone, and English graduates can enter secondary teaching with either a BED or a BA degree qualification. Some of the latter spend a postgraduate year in the Department of Education at Fourah Bay College to obtain a postgraduate diploma in education.

By and large, students at all levels study set textbooks intensively under the stimulus of examination requirements. Memorisation is a frequent recourse. Schools in the secondary sector may have small libraries which are ill developed but primary schools have no libraries at all. The British Council provides some support with a book box loan scheme for selected secondary schools. Established libraries exist in the university colleges and in teacher training, but because of lack of recurrent financial provision and shortage of foreign currency, book stocks may be limited in scope, with dated stock, in much used condition.

There is some provision for English training in the courses of the Technical Institute in Freetown. These are intended for junior civil servants. There is little non-formal education which includes English studies.

It will be evident that trainee teachers require a preparation for the prosecution of language arts in primary school and the teaching of English language and English literature in the secondary school cycle.

Language Arts are taught as part of a general teacher's certificate course, offered at the five primary teacher's colleges. English studies also form part of the three year training of secondary teachers at Milton Margai Teacher's College, which provides a Higher Teacher's Certificate qualification. All these institutions have established libraries which are supported with book inputs provided with British and other aid agency financial assistance.

The inspection of English teaching in schools is inhibited by the wide distribution of schools and the shortage of subject inspectors in the provinces. There are twelve district inspectors serving directly under three provincial area senior inspectors, in this context, but all have a variety of daily duties to perform. Some of the inspectors have received postgraduate training English studies in Britain.

The Western Area has its own inspectorate housed in the Ministry of Education in Freetown. They are concerned with schools in the Western Area and there is more involvement with subject duties in terms of contact with subject teachers, and joint participation in ad hoc workshops and seminars conducted at the Institute of Education (also in Freetown). The latter has responsibility for curriculum matters, as well as teacher training syllabi and has just acquired its own English studies adviser. Subject panels organised by the Ministry of Education meet at the Institute of Education to determine the primary English syllabus and textbook requirements for the Third IDA Project preparations, for example.

Correspondence courses in English are not used on a wide scale (foreign currency problems) although there are undefined numbers of private students who have left school, who are unemployed, and still trying to resit the secondary school examinations.

Educational radio and TV programmes are organised by a section of the Ministry of Education in Freetown in cooperation with Sierra Leone Broadcasting Service. There are English radio programmes infrequently for primary schools but they are repetitions, and there is a lack of financial support which even affects technical standards in the broadcasting studio.

3. Teachers of English

In 1978, the last year for which published figures are available, the profile of teachers in the primary sector who were qualified (Q), partly qualified (PQ) and unqualified (UQ) was as follows.

	Q	PQ	UQ
Males	2141	547	2607
Females	637	291	866

The problems posed by the proportion of unqualified staff are a matter of concern. As a general guide, the five training colleges for primary teachers produced 278 certificated teachers, but the output from the training colleges is now being increased to meet the problem. All the trained output from these sources will have studied language arts, of course.

In the secondary sector, the single Milton Margai Training College produced 11 Higher Certificate awards containing English studies in 1978. Fourah Bay College awarded 20 BA degrees with English studies, and Njala University College awarded 6 BEd degrees containing English studies.

Again, using the figures for 1978, the profile of the secondary teacher population was as follows:

1. Sierra Leoneans

Qualified				Unqualified		
Graduates	Higher Teachers Certificate	Other	Total	Graduates	Non-Graduates	Total
187	105	56	348	21	70	91

2. Expatriates

44	2	3	49	13		13
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The relative numbers of expatriate teachers and the comparative numbers of teachers without any qualification will be evident in this data. The overall output of trained secondary teachers from both university and college sources was 269 in 1978.

The wastage of secondary English teachers for the 1977 was

Qualified			
Graduates	Higher Teachers Certificate	Others	Total
17% of 200	11.25% of 125	4.3% of 47	13.4% of 372

Unqualified			
18.1% of 11	Nil	47.3% of 55	42.4% of 66

More than 10% of qualified staff leave employment within the year and these figures can be compared with teacher production levels previously described. The volatile nature of the smaller unqualified section will be evident.

Further training of practising teachers rests initially with the local inspectorate but the Ministry of Education has little recurrent funding for these purposes. The KELT project involves seminars and workshops for primary school inspectors and teachers involved in primary English teaching and the In-Service Coordinator at the Institute of Education organises in-service training (with funds from overseas sources) several times a year. The Sierra Leone Association of Teachers in English meets occasionally.

4. Materials Support

The official book lists for both primary and secondary schools are provided in Appendix C of this document. Schools order their book requirements via a provincial ordering system based on school returns and parents can independently purchase school books for their children through the bookshops which exist in the larger townships. Tertiary institutions determine their own textbook needs and their students rely heavily on library facilities for even their standard reading requirements. Declining stocks of paperbacks linger on in the local bookshops but the reading public also relies on public libraries for their source of recreational reading.

There are small libraries in established secondary schools with inadequate stock, and as yet, the new resource centres provided for primary school teachers in the second IDA Project have not yet become operational, so that local production of supplementary reading is inhibited. The British Council Centre in Freetown has a collection for commercial English teaching aids which are available on loan to secondary teachers. The Bunumbu Community Project (UNESCO) has produced teaching materials in English dealing with community topics, which are used in a limited number of local schools. There are local authors of the school textbooks which are published by Messrs Evans and Longmans. In the third IDA Project, there is a provision for the production of texts and supplementary readers for primary schools on the national scale and the necessary curriculum decisions are now in train before identification of the relevant text materials.

5. Educational Administration in relation to English teaching

The organisation of the Ministry of Education is shown in Appendix A together with a chart (Appendix B) showing the Ministry's functional relationships.

Control of the formal education system is vested in the Minister who answers to the Cabinet, the Vice Presidents and the President.

A great deal of control of finances and policy making is centralised in the Ministry at Freetown but there is a trend towards decentralisation of activity towards the three regional provincial education officers. The professional Head of the Ministry is the Chief Education Officer, assisted by a Deputy and an Assistant Chief Education Officer. There are major professional divisions which cater for interests in Primary Education, Secondary Education, Teacher Education, Technical/Science Education, Educational Planning. Each section is under the control of a Principal Education Officer. The Administrative sections of the Ministry are controlled by the Permanent Secretary.

Various bodies and agencies are still concerned with formal education in Sierra Leone. Prior to the abolition of the twelve District Councils they participated in the Local Education Authority system which was responsible for primary education. Even now, the local committee of management in Freetown, as opposed to the Ministry itself, still maintains the functions of the primary schools which are under its control. In the countryside, the United Christian Council, the Roman Catholic Mission and the Sierra Leone Muslim Congress liaise with the Ministry in Freetown through their respective education secretaries.

At the level of University, the Ministry is represented at Court Senate and in other key committees there, similarly there is representation on the College Council of Milton Margai College. Financial control is operated through this system, the Government provides most of the recurrent expenditure for these institutions. The Minister is also represented for similar purposes

on the committees of the five primary training colleges and the government secondary schools.

6. Development and planning of the teaching of English

There are three major influences on education in Sierra Leone which can be readily identified. A traditional influence has a non-formal content concerned with maintaining customs, and providing the skills for subsistence living. English does not play an important part in this aspect. Secondly, there is a significant Islamic influence on education. There are and were Koranic schools and other Islamic schools providing general education including English studies to secondary level. There is a tendency to maintain the traditions of rote learning in these institutions.

In tracing the development of the Western influence since the end of the eighteenth century one can say that philanthropic and religious aims were paramount in 1787. English was necessary in order to read the holy Bible for oneself. By the late nineteenth century, colonial education (and the content of English now needed for communication within the Civil Service administration) had created an articulate elite who came to acquire divergent ideas about the management of national affairs. An added factor was the need for English studies in education in relation to the needs of settlers' children and commercial interests like the Sierra Leone Company. By now, an elite group of Sierra Leoneans particularly in Freetown demanded English teaching to enable their sons to enter University and to provide cultural studies for their daughters. The broad mass of people elsewhere still received a theoretical non technical education with the traditional and Islamic influences where appropriate.

After the Declaration of the Protectorate in 1896, the Colonial Government maintained English studies in schools to assist their own influence, but after 1925, the colonial ideas moved towards the adaptation of education for local needs. Technical education was introduced, African languages in education were considered and English was identified as a medium for instruction. By 1944, education moved towards training for democratic participation by the citizen in national affairs and preparing for leadership. There were still strong links with British institutions as a starting point for development and leadership training implied study abroad together with acquiring a cultural background which helped to maintain the importance of English studies.

Since independence in 1961, there has been change again, towards curriculum diversification (for manpower training), with reliance on teaching materials in English.

Latterly, the 1970 White Paper on Education takes a broad view of education which includes character development as well as the training of manpower. English Literature is still a necessary part of secondary education, for its cultural values and the contribution it makes to a general education. English Language provides for the medium of education and the gateway to tertiary education, possibly overseas now. In this context, important policy documents are:

The White Paper on Educational Development	(1958)
Report of the Educational Planning Group	(1961)
The Ten Year Plan for Economic and Social Development	(1962-1972)
The Development Programme in Education	(1964-1970)
The White Paper on Educational Policy	(1970)

Many of these papers are now only available as references in libraries. Recent references, which also have a restricted circulation, are given in Appendix C.

7. English outside the education system

There is little demand for English in a country where indigenous languages are used in rural situations and where the needs of the urban student are widely available in the formal school system. Radio and television programmes are broadcast in both English and indigenous languages. Local theatre can be in English or in Krio. Local films can be Indian with English subtitles or occasionally English features. There is little teaching of English for special purposes and Council does not have plans for the direct teaching of English.

5. British support for the teaching of English

There are no aid supported manpower inputs for the teaching of English in the direct sense.

There is a KELT officer programme administered by the British Council which has the following intentions:

- To participate in IDA funded activity aimed at Curriculum renewal for primary school English
- To develop an appropriate English language and methodology course for pre-service teacher training colleges, in the light of the above curriculum changes.
- To improve the professional and linguistic skills of the existing primary teacher cadre and to prepare for implementation of the new English syllabus.

The programme will run until 1985 when the IDA Project itself ends. The project has importance in maintaining the quality of teaching in primary schools, at a time of expansion towards universal primary education. Similarly, the entry standards to secondary school will be enhanced and thus, pave the way for upgrading the teaching of English in the secondary context. A planned teacher training schedule forms a necessary contribution to the alleviation of teacher supply problems and the current use of untrained teachers in the primary sector. There are wider implications for the project in helping to maintain an international medium of communication in the long term and this will include economic relationships with English speaking countries.

KELT officer personnel are working in the Ministry of Education Freetown, the Teacher's College Freetown, the Teachers Colleges at Port Loko, Makeni and Kenema.

The British Council Centre in Freetown provides information about British training institutions and maintains loan schemes for English film materials and teachers resource materials. There is an annual programme of presentation of books in English to local educational and library institutions. Occasional visits by British drama groups are arranged.

The most popular teacher's materials are those dealing with set books in the syllabuses of the West African Examinations Council. The British Council also administers a technical cooperation training programme for study in Britain and awards two scholarships a year for study in Britain.

9. American support for the teaching of English

The United States Information Communication Agency in Freetown no longer prosecutes an active English language programme in Sierra Leone. A few Peace Corps teachers in primary schools become involved accidentally in English Teaching during their daily duties.

10. Other agency support

The KELT programme described in paragraph 8 has direct connections with the preparations of the Third IEA Project dealing with primary education reforms as previously explained. The British Council has provided three other consultancy visits for this Project, to identify the modus operandi for the supply and distribution of primary school texts in the English language. The EEC agency has a system of scholarship awards for the training of Sierra Leoneans both at home and overseas and this may provide for English studies in a selected institution.

The British Council in Freetown also maintains an information service for the benefit of persons and agencies who have an interest in those institutions in Britain which provide training for overseas students.

11. Commercial opportunities

The provision of books, other software and hardware is limited. At present, textbooks are available but hard currency problems are making this provision both more expensive and less widely available. Examinations are conducted under the auspices of the West African Examinations Council, but information and advice on English teaching are available from the British Council Library Resource Centre.

There are no private language schools, nor are there opportunities or the need for their establishment.

Limited demand for summer schools and language courses in Britain exists, but funding problems, especially hard currency, make difficulties.

12. Creative writing

Interest in Creative writing has increased in Sierra Leone. There is a move towards forming a Writers Club at Fourah Bay College now and generally speaking, there are more writers of poetry and fiction than ten years ago. eg Cheney-Coker, Lemuel Johnson, Yulisa Amadu Maddy who are all active. The movement is spearheaded by local dramatists who often write in Krio but they find that the new censorship laws are inhibitory.

13. Current Research

Research centres on linguistic aspects of indigenous languages, at the expense of English as a second language, although Alex Johnson at Fourah Bay College has an interest in the language of fiction.

14. General statement

The status of the English Language was associated in the past with the education and travel by Creole families overseas. Nowadays there are similar opportunities for provincial students of English language who also relate English Language with an appreciation of educational experiences in Britain.

Latterly, there has been an awakening interest in the development of indigenous languages for primary schools and there are the beginnings of a general shift in emphasis away from dependance on the West, in general terms.

With a diminished ability to earn foreign exchange, commercial communication with Britain has declined, and personal finances for private study in Britain are in short supply. Coupled with the rising cost of living and study costs in Britain, Sierra Leoneans are not able to visit Britain in such numbers as in the more affluent diamond days. Britain's diminishing potential to provide significant assistance to assist development also leads to alternative attitudes of self dependance and a search for mutual assistance with adjoining countries, (who also face declining overseas support). The Mano River Union involving Sierra Leone, Liberia and Guinea is an example of such economic cooperation and the Economic Commission for Africa conferences stimulate cooperation within Africa itself. English is still the medium of communication at these regional African conferences but there are meetings involving both speakers of English and French which require simultaneous translation facilities. In this situation, foreign languages, especially English and French, are used as a communication utility, by speakers of a multitude of African dialects. They choose the language of their former colonial masters for this purpose. Forms of expression in the language arts are limited by the availability of cheap literature for the general public and their ability to purchase books; a deeper relationship between language and the cultural setting is problematical in Sierra Leone. Although established African authors do write in English for an international audience, in Sierra Leone, popular drama and writing can still be in the Krio medium. Leisure reading of literature in English (by African Writers) is a habit of the urban dweller, where libraries are at hand. Recreative reading in English is at a developmental stage in the provinces. The levels of English language teaching in provincial schools do not mitigate this state of affairs.

15. Bibliography and sources of Further Information

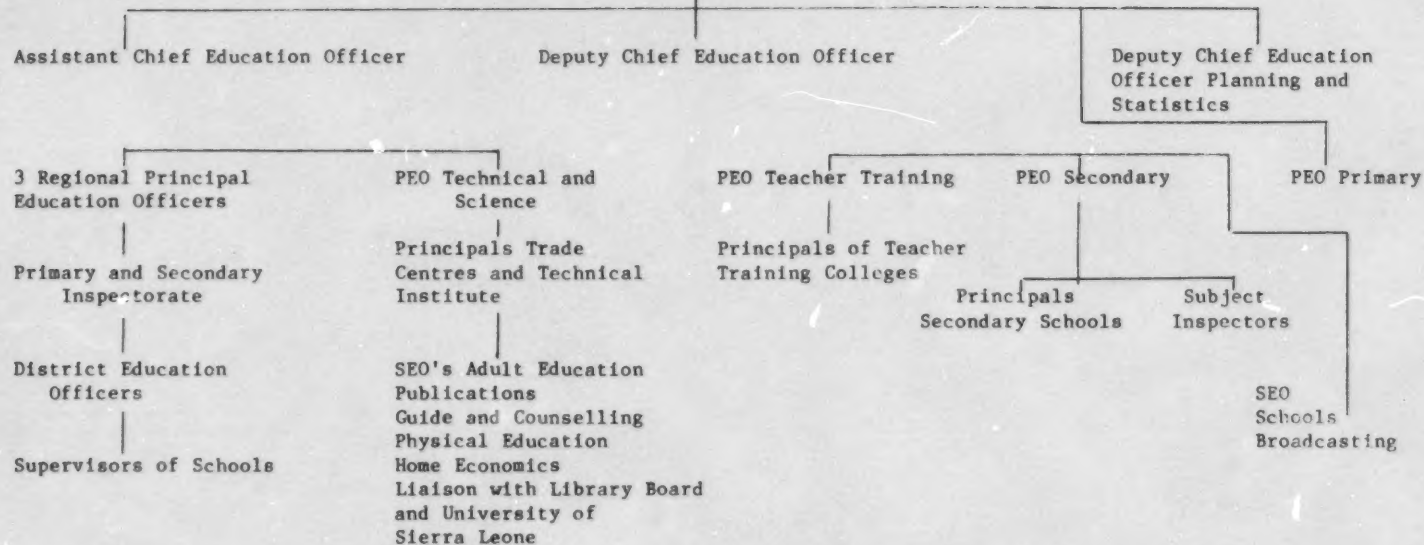
See attached textbook lists, (Appendix C)

- Government of Sierra Leone Education & Development 1979
(Publisher IDA Freetown)
- Government of Sierra Leone/IDA Second IDA Project 1977/78
(Publisher IDA Freetown)
- Preparation of a Third ODA Project (Publisher IDA Freetown)
- Report of Secondary Teacher Education (University of Sierra Leone 1980)
- Ministry of Education Sierra Leone
Preparation of 3rd IDA Project
- Report on Primary Curriculum Development September 1980
- Sierra Leone Education Review (University of Sierra Leone 1976)
- 2nd IDA Project
Preparation of 3rd IDA Project
Evaluation of Primary School Curriculum Development Project
(July 1981 IDA Freetown)

Ministry of Education

Professional Services

Chief Education Officer

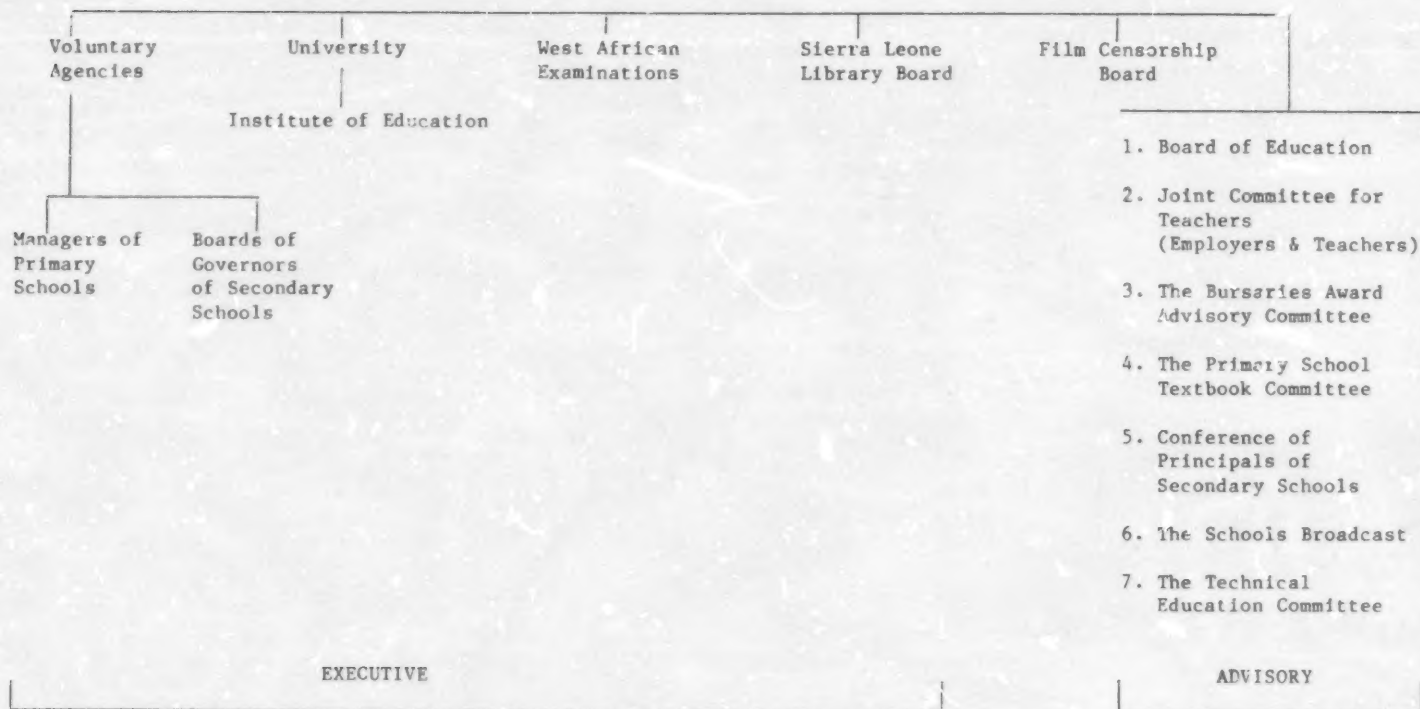


APPENDIX A

The Ministry of Education

Administration of Education - Link with Controlling Agencies

MINISTRY



APPENDIX C

Primary Schools

Recommended Book List for the next five years

No.	Class	Books	
1.	I	New Maths Book I	
		English Course Book I	Longmans
		or	
		English Course Book I	Evans
1.	II	New Maths Book I	
2.		New Maths Book II	
3.		One English Course Book I	
4.		English Course B II	Longmans
		or	
		English Course Book II	
5.		English Course Workbook	Evans
1.	III	New Maths Book II	
2.		New Maths Book III	
3.		English Course Book II	
4.		English Course Book II	Longmans
		or	
		English Course Book III	Evans
5.		English Course Workbook	
6.		Pictorial Dictionary	
1.	IV	New Maths Book III	
2.		Sierra Leone Primary Maths Book IV	
3.		English Course Book III	
4.		English Course Book IV	Longmans
		or	
		English Course Book IV	Evans
5.		Pictorial Dictionary	
6.		English Course Workbook	
7.		One Literature Book	
1.	V	Sierra Leone Primary Maths Book IV	
2.		Sierra Leone Primary Maths Book V	
3.		English Course Book IV	
4.		English Course Book V	Longmans
		or	
		English Course Book V	Evans
5.		English Course Workbook	
6.		Dictionary Michael West	
7.		Sierra Leone Atlas	
8.		One Literature Book	

- | | | | |
|-----|----|--|----------|
| 1. | VI | Sierra Leone Primary Maths Book V | |
| 2. | | Sierra Leone Primary Maths Book VI | |
| 3. | | English Course Book V | |
| 4. | | English Course Book VI | Longmans |
| | | or | |
| | | English Course Book VI | Evans |
| 5. | | English Course Workbook | |
| 6. | | New First Aid in English | |
| 7. | | Objective Questions and Answers in Arithmetic I & II | |
| 8. | | Objective Questions and Answers in English I & II | |
| 9. | | Intelligence Test Papers I | |
| 10. | | Sierra Leone Atlas | |
| 11. | | Dictionary | |
| 12. | | One Literature Book | |
| 13. | | One Geometry Set | |
-
- | | | | |
|-----|------|--|----------|
| 1. | VIII | Sierra Leone Primary Maths Book VI | |
| 2. | | Sierra Leone Primary Maths Book VII | |
| 3. | | English Course Workbook | |
| 4. | | English Course Book VI | |
| 5. | | English Course Book VII | Longmans |
| | | or | |
| | | English Course Book VII | Evans |
| 6. | | Selective Entrance English and Verbal Aptitude Test by Joe Allie | |
| 7. | | New First Aid in English | |
| 8. | | Sierra Leone Atlas | |
| 9. | | Dictionary | |
| 10. | | Geometry Set | |
| 11. | | Preparing for Secondary School Arithmetic | |
| 12. | | Preparing for Secondary School English | |
| 13. | | One Literature Book | |
| 14. | | Overseas Poetry by Ann Berry | |

TEACHERS BOOKS

Teachers Guide to go with all the Courses Books
 Rhymes of our Land
 Sierra Leone Primary Geography
 Our Sierra Leone Book I
 Our Sierra Leone Book II
 Civics for Sierra Leone Book I & II.

APPENDIX D

Prescribed Texts for Secondary Schools 1981/82

1. LANGUAGE

Basic Text

Modern Method
Series (1 - 5)

D W Grieve
J P Allen and J MacLean

Brighter Grammar

(1 - 5)

C E Eckersley and Margaret Macauley

2. LITERATURE

Forms I - III

2 Prose Books
1 Poetry

3. MATHS BASIC TEXT

New General Maths for West
Africa (Series)

J E Channon
Mcleigh Smith and
R C Head (Longmans)

4. SCIENCE

Forms I - II General Science
or CCIS Forms I - II
OR

Everyday Science for the
Tropics/(Godman & Hobson)

General Science for the
Tropical Schools
F Daniel

Form III

5. BIOLOGY

Tropical Biology for Schools
(Stone and Cozen)
OR
A Modern Tropical Biology
(Bola Maxwell Ojo) (Evans)

6. PHYSICS

Complete Junior Physics

7. CHEMISTRY

Complete Junior Chemistry
(A Atkinson) SI Units

Forms IV - V

Ordinary Level Physics

8. PHYSICS

(Abbot) SI Units

9. CHEMISTRY

A new Certificate Approach
(Bajah and A Godman) SI Units

10. BIOLOGY

Biology for West Africa
(Tropical Schools, Stone and Cozen)
OR
A Modern Tropical Biology (Evans)

11. HISTORY

Form I

Ancient World

Form II

West Africa and Europe (Buah)
OR
A Visual History of West Africa

Form III

A short History of Sierra Leone
C Fyle or Fyfe Christopher (by Evans)

Form IV - V

a. Africa Syllabus
Africa in 19th and 20th Centuries

b. West Africa

i. West Africa Since 1800
or

Revolutionary Years

ii. Tropics in WA History

12. GEOGRAPHY

A Visual Geography of Sierra Leone
(Evans)

Form I

Atlas (West Africa Schools Atlas)
(Forms I and II)
Social Studies

Form II

Southern Continents/Coysh and
Tomlinson Metric Ed)

Form III

OR

IV & V

Warmer Lands and One Atlas
Certificate Physical and Human
Geography (Goh and Cheng Leone)
Map Reading for West Africa
(Work Book) (D A Nimako)

Forms IV - V

1. A Geography of West Africa
(H R Jarrett) (Evans)

2. Understanding contours
(West and Rose)

13. ECONOMICS

Forms IV - V

1. Certificate Economics
(O Teriba)

(One text)

2. West Africa Economics for
School Certificate

3. Textbook of Economics (Hanson)

14. AGRIC SCIENCE

Forms I - II

NO TEXTBOOKS

Form III

Introduction to Tropical Agric.
Science (Joy and Adeyanju) (Evans)

Form IV - V

Certificate Agric Science

H/E

One Main Text

15. GOVERNMENT

(One Text)

FRENCH

Form I and II

Form III

Form IV

Form V

BK

Form I and II

Form III

ISLAMIC STUDIES

Form I and II

Form II

1. Political Institutions of
West Africa (By Price)

2. Government of West Africa (Ward)

3. Elements of Government

France Afrique Book I
Workbook
A Reader

France Afrique Book II
Workbook
A Reader

France Afrique Book III
Workbook
A Reader

France Afrique Book IV
Workbook
A Reader

The Holy Bible RSV
Spreading the Gospel by Youngaan

The Holy Quoran

The Life of Mohamed